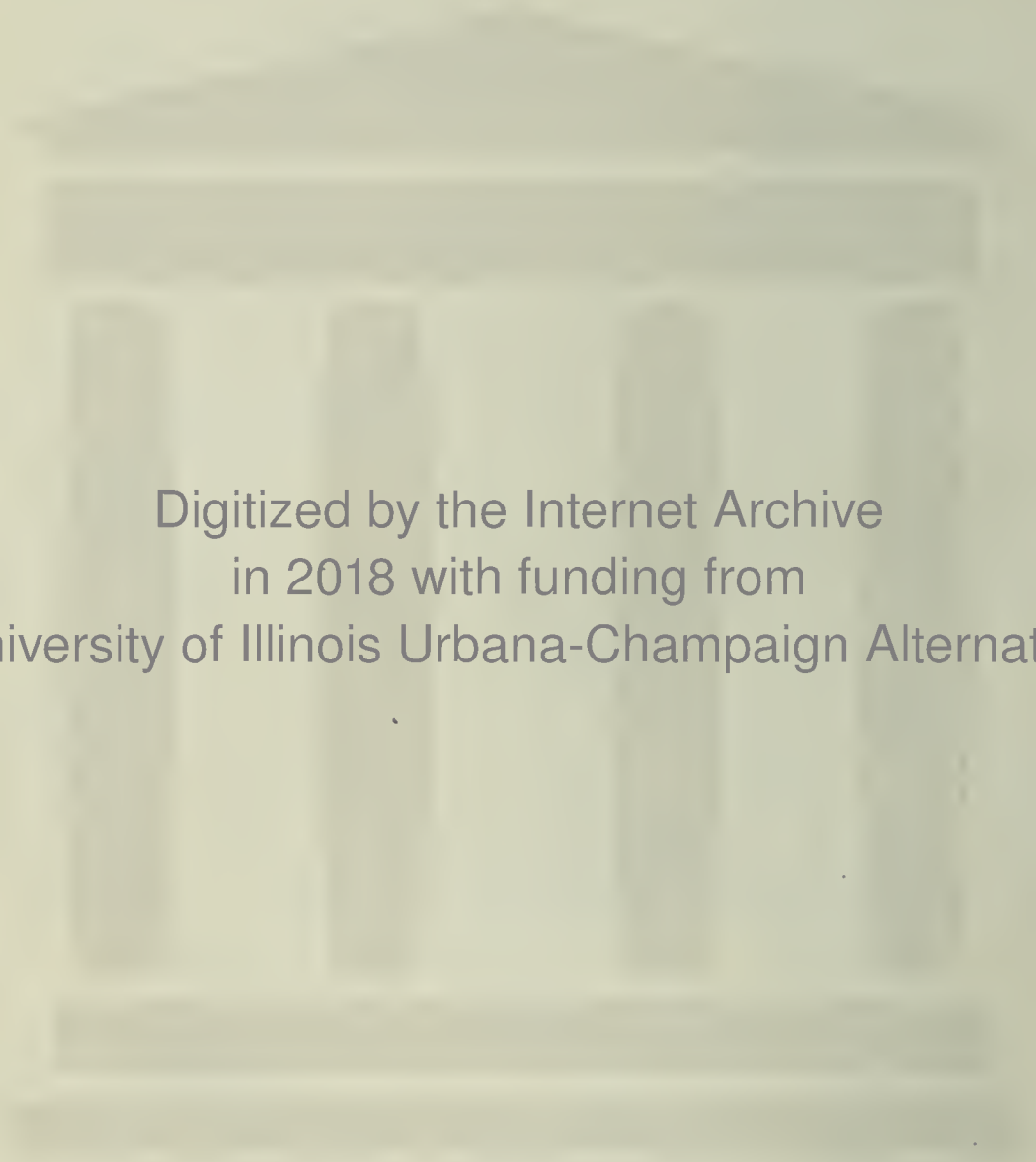




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STATE DEPARTMENT OF EDUCATION
OF LOUISIANA

THE JUNIOR SAFETY COUNCIL

Prepared by
E. P. ROY
Division of Safety

Issued by
T. H. HARRIS
State Superintendent of Public Education

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FOREWORD

Superintendents, Principals, and Teachers:

I understand that the Junior Safety Council idea is several years old, and that it is now in operation in a number of schools throughout the country.

There can be no question about the soundness of the idea. The purposes of the proposed plan are one-hundred per cent good. Stated in a word, the purpose of the Junior Safety Council is to teach children self control by giving them as much practice as possible in enforcing and obeying wholesome regulations, or laws, with which they are familiar and which they respect. Stated more specifically, the members of a successful council will remove from the shoulders of principal and teachers many of the disciplinary problems of the school, contribute to a very fine morale in the student body, and establish in the minds of pupils (and teachers) habits of safe conduct that will prove of lasting benefit.

Our Safety Division, Colonel E. P. Roy in charge, is anxious to give the idea of Junior Safety Councils a trial in our schools, and I am requesting your cooperation. I suggest that you bring this pamphlet to the attention of your principals and teachers, and, after they have read it, that you select some of your schools for a trial of the plan, using the larger schools whose principals and teachers will, in your opinion, take an active, intelligent interest in organizing the councils and helping the pupils in their administration. The plan will fail if forced into schools against the judgment and without the interest and sympathy of the principal and teachers.

It may be safely assumed that the pupils will be deeply interested and will do their parts satisfactorily in the councils if they are guided wisely by principal and teachers,

and some of the advantages to the students of a successful council will be:

1. Practice in initiative.
2. Practice in giving orders promptly, accurately, and courteously.
3. Promptness in obeying orders cheerfully.
4. Becoming accustomed to observing accurately important rules to safeguard against injury and death.
5. Practice in conducting and taking part in public meetings.
6. Practice in arranging interesting and valuable programs for public meetings.
7. Pride in the knowledge that they are really a valuable factor in the discipline of the school, contributing to its reputation in the community for good order and a spirit of helpfulness to others among pupils and teachers.
8. Such practice in self control as will enable the pupils to get a firm grip on their impulses and to be able to do just about the correct thing under all conditions.
9. Cultivation of the habit of helping others.

I shall be very much gratified to see at least a few schools in every parish give the plan a trial. My prediction is that the results will be successful in most cases if organization and administration are approached with caution and wisdom, and especially if the guidance of principals and teachers is made to appear unobtrusively, but is sufficiently positive to keep up interest and to make the work of the councils constructive.

If you like the idea, I wish you would write us and tell us what you propose to do about it; if you don't think much of the plan, tell us frankly your reasons for opposition.

Yours sincerely,

T. H. HARRIS,
State Superintendent.

JUNIOR SAFETY COUNCIL

A. *Definition*

The Junior Safety Council is a student activity designed to show the students how organized safety efforts may be carried on and to teach them safety.

B. *Purpose*

The purpose of the Junior Safety Council is summarized in the following list of aims and must be supervised by a teacher, who shall be responsible for its conduct, work, interest and program:

1. To organize pupils on a self-governing basis for the practice of safety.
2. To effect the training of pupils by providing opportunities for the study of accident situations, causes, and preventions, leading to the formulation of rules and safe practices.
3. To reduce the number of accidents occurring to children at school or home, on the street, or on vehicles.
4. To effect one aspect of training for citizenship.

C. *Scope of Activities*

1. Formulating safety laws, rules, or codes to govern the conduct of children in ordinary every-day activities.
2. Administering the safety code at school through an organization of pupils.
3. Assisting the principal and the teachers, the janitors and policemen, in maintaining a safe environment and in removing the common causes of accidents.
4. Self-education of pupils through self-activity in the study and practice of accident prevention.
5. Conveying the ideal of "safety for adventure" to the home and the community.
6. Safeguarding young children in all usual situations.
7. Conducting a "Safety Court" for the trial of offenders.

D. *Introducing the Council*

SUGGESTED PROCEDURE

1. The plan is explained by the principal at a teachers' meeting.

2. The explanation is repeated simply but enthusiastically at a school assembly. A guest speaker will strengthen the presentation.

3. After a period of a week or two, during which time the teachers permit discussion in the classrooms, the election of class representatives is held.

4. The representatives are then called together by the principal for a further discussion of details, but primarily to impress each delegate with the importance of the project and the personal responsibility it involves. At this time the qualifications of a good officer should be discussed.

5. A second meeting of the representatives should be called for the election of officers. Either at this meeting or at another called shortly afterward, the principal should present his recommendation for a constitution. Open discussion and questioning should be encouraged, for throughout all procedures the pupils should be made to feel that the Council is their organization. Eventually, the constitution should be adopted with proper ceremony.

6. A third meeting will be necessary for putting the constitution into effect. At this time, committees should be appointed and their respective functions fully interpreted.

7. Finally, before the Council begins to operate, a second mass meeting for all the pupils should be held. The program should include the reading of the constitution, the naming of the committees, and a fitting inauguration of the Council regime.

Note: At one of the meetings, or, if preferred, at a special meeting called for the purpose, the officers should be formally installed in a dignified and impressive manner.

The ceremony may include such features as an oath of office, the reading of the safety code, a flag salute, and so forth.

ORGANIZATION

1. *The Council*

Three plans are given below for organizing the Council. It is suggested you use the one best suited to your school.

PLAN A

In this plan all pupils in a school automatically become members, frequently called associate members, of the Council. The active members are elected representatives, a boy and a girl from each class or room, who constitute a board of directors or an executive committee. The officers are elected from and by the active members.

PLAN B

Sometimes the name Council is given only to the elected representatives. In this plan, the Council formulates safety codes and establishes enforcement measures. Other pupils are required to obey the rules of the Council, but they may or may not be required to sign a pledge.

PLAN C

Under a third plan the Council consists of all pupils who successfully meet certain established requirements. From this membership the officers are elected and the committees appointed.

The grades that are eligible for membership is a matter for local preference. While it is true that no contribution can be expected of primary grade pupils, they are often included for two reasons; first, it is thought that the psychological effect of belonging reacts to obtain better compliance with the safety code, and, second, that the experience gained is valuable training for the leaders who will later be elected to office.

2. *Officers*

a. The officers—President, Vice-President, Secretary, and Captain of Patrols—are elected annually or semi-annually by the Council.

It is customary to limit the nominations to Council members from the two highest grades. By some device the principal should define the desirable qualifications of a good officer and he may also specify eligibility in terms of scholastic standing.

b. Duties of the President

- (1) To preside at all meetings of the Council
- (2) To act as chairman of the Executive Committee
- (3) To appoint sub-committees and chairmen after consultation with the Executive Committee and the Principal or Faculty Advisor
- (4) To assist the Captain of Patrols
- (5) He represents the Council in contacts with the Faculty and outside agencies.

c. Duties of the Vice-President

- (1) To preside at meetings during the absence of the President
- (2) To assist the President in the performance of any duties.

d. Duties of the Secretary

- (1) To be responsible for the recording and the reading of the minutes of the meetings
- (2) To forward reports to the proper authorities
- (3) To have charge of correspondence.

e. Captain of Patrols

See instructions on Page 23.

3. *Class Representatives*

Two from a room, generally a boy and a girl, is the most frequent standard and election by the class is conceded to be a better plan than selection by the teacher. Limiting the Council to upper grade pupils is a matter for local decision.

DUTIES

- a. To represent their respective room or class at Council meetings.
- b. To report the proceedings of the Council to their rooms or classes.
- c. To suggest policies, projects, and Council action in the interests of safety.
- d. To exemplify the ideals of the Safety Council at all times.
- e. To serve on committees.

4. *Executive Committee*

This is the policy-forming and administrative unit of the Council. It includes the officers and a stated number (decided locally) of members elected at large.

DUTIES

- a. To suggest policies underlying the work of the Council.
- b. To execute the approved projects of the Council.
- c. To suggest committee appointments or to approve appointments made by the President.
- d. To execute the provisions of the constitution.

5. *Committees*

The actual functioning of the Council is best seen in the work of subordinate committees. Appointments to committees may be made by the President, by the executive committee, or by the President subject to the approval of the executive committee. Final approval of all appointments should rest with the principal or faculty advisor.

6. *The Patrol*

See "The Safety Patrol," Page 21.

7. *The Safety Court*

See "The School Safety Court," Page 36.

Committees of the Council

The number, functions, titles and size of committees depend upon a variety of local circumstances. Consequently, the following list, taken from several sources, is merely suggestive.

1. Membership Committee

This committee appears only in safety organizations where membership is contingent upon application and acceptance. After the nucleus of a Council is formed, individual pupils may be elected to membership upon satisfying certain requirements. The membership committee stimulates interest among the pupils, accepts applications, and coaches the applicants if examinations are required.

2. Examining Committee

Like the membership committee, the examining committee exists only where requirements are imposed upon applicants for membership. Occasionally one committee takes on both functions.

The examining committee meets at stated intervals, say, once a month, to examine the applicants. Oral examinations are preferred. Their purpose is to test the candidate's knowledge of accident prevention and first aid. Other qualifications such as age, grade, physical fitness, scholastic standing, and so forth, may be established. Because of the seriousness and importance of this procedure, it is desirable to have one or more teachers serve with this committee.

TYPE QUESTIONS

Questions to test the knowledge of facts, such as:

1. Give five principal causes of street accidents.
2. What do the red, green, and yellow lights mean in traffic control?

Questions to test the real grasp and understanding of facts, such as:

1. Why is it dangerous to step into the street in front of a parked car?

2. What would you do if you saw a loose wire hanging down from a telegraph pole?

3. *Publicity Committee*

This committee serves to keep approved safety news before the school, chiefly by means of bulletin boards and the school paper. Posters, slogans, cartoons, jingles, and newspaper articles are typical publicity materials. Diagrams of street intersections near the school with arrow-pointers to show where pupils should cross illustrates another possibility. Others are safety codes, spot maps showing location of accidents to children, pictures, and short original articles.

This committee should also be responsible for reporting safety news items to the local newspapers. An item would be, for example, an account of a safety program at assembly, the time recorded at the latest fire drill, a new safety code, the cause of an accident and what was done to prevent recurrence, or the report of a Council meeting.

4. *Library Committee*

This committee should be responsible for collecting, classifying, and arranging safety material both for the school library and for the shelves in each classroom. It can aid applicants for membership to the Council under Plan C (Page 7) prepare for examinations. Original safety posters, compositions, poems, plays and slogans contributed by pupils could be turned over to the library committee for classifying by subjects, binding or clipping together, and filing.

Library material may be obtained from insurance, railroad, bus, and public utilities companies; and from municipal, county, and state safety councils, and government departments. It should be the function of the library committee to write for such aids. Addresses and additional resources may be obtained from "Safety Education."

This committee shall also act as contest committee to judge, under the supervision of the school faculty, all papers, posters, essays, and so forth, submitted in safety contests.

5. *Statistics Committee*

Recording all accidents occurring to pupils is the function of this committee. Not only school accidents, but those taking place at home or on the street should be included.

Standard report forms may be obtained from the Division of Safety of the State Department of Education.

The School Safety Council has no more important function than the recording of accidents. In the first place, if properly used, the act of recording itself and the subsequent use of the report make the pupils conscious of causes and of preventive measures. The reports are valuable to principals in correcting faulty details of organization and equipment and to teachers in composing lesson plans and study projects. They should also be published in the newspapers where they help to awaken a public consciousness of responsibility, as well as to inform the public of what the school is trying to do.

Recording should be done accurately, according to a prescribed procedure, and as soon after the accident as possible. No exceptions should be made for an incomplete picture will retard more than hasten correction.

6. *Inspection Committee*

The function of this committee is to detect hazardous conditions in the school building and on the playground. Common examples of such conditions are: A splintered playground slide or swing seat, a loose bolt, a worn rope, broken glass on the ground, projecting nails, faulty panic bolts, fire hazards, and carelessly placed obstructions to safe passage.

The committee should inspect at regular intervals, using a check list of items as a guide. The report should be made to the principal on a form supplied for the purpose. Hazards for which pupils are responsible should be reported to the Council. A summary of conditions found would also help the teachers in planning safety lessons.

7. *Program Committee*

This committee is in charge of special meetings and assemblies held by the Council.

8. *Special Committees*

Temporary committees will be needed for special occasions and projects, as, for example, a home or community survey, a public demonstration, or the preparation of an exhibit.

MEETINGS

1. *Types*

Meeting or representatives or Council (under "Plan B," Page 7).

General meeting for all members

Open meeting for parents and guests

Special meetings as the need arises

Joint meetings of two or more schools

2. *Frequency*

Twice a month for the business meeting of the active members or representatives and once a month for the open meeting is the plan recommended, although local circumstances will warrant different schedules.

3. *Suggestions*

- a. It is advisable to have the program prepared in advance and, if necessary, to have rehearsals of special features. At all costs, the membership must be kept interested, attentive, and, at times, amused, for the success of the whole safety program may depend upon these meetings.
- b. Except on special occasions, the meetings should never exceed forty minutes in length.
- c. Variety in the programs is an aid to holding interest.
- d. The principal or his representative must be present at all meetings. A good plan is to have one or more faculty advisors serve regularly throughout the year.

4. *Business Meeting of the Council*

SUGGESTED PROGRAM

- a. Meeting called to order by the President, who presides during the program, announcing each number and introducing the speakers.
- b. Members stand and, in unison, recite the safety law or pledge. See Page 39.
- c. Roll call (for committees and small groups only).
- d. Reading of the minutes of the last meeting by the Secretary.
- e. Committee reports, including report of the Captain of Patrols.
- f. Report by individuals of accidents occurring since the last meeting; discussion of cases; and Council action.
- g. Report by Patrol Captain of violation of the safety code; discussion and action on cases. This item is included only where a Safety Court is not a part of the organization.
- h. Old business.
- i. New business.
- j. One or more two-minute talks by Council members.
- k. Appointment of committee chairmen.
- l. Announcement of program and speakers for next meeting.
- m. Adjournment.

5. *General Meeting*

SUGGESTED PROGRAM

- a. Meeting called to order by the President.
- b. Members stand and recite the safety law or a similar selection.
- c. Introduction of new members.
- d. Report on the work of the Council since the last meeting.

- e. Discussion of current affairs and special matters before the Council.
- f. Presentation and discussion of proposed new projects.
- g. Talk by a member or by an adult guest speaker.
- h. Safety play, demonstration, or moving picture. (This number may take the place of a speaker.)
- i. Announcements, especially of contest winners and honors.
- j. Song.
- k. Adjournment.

SPECIAL FEATURES

- a. First aid demonstration.
- b. Talk by a fireman or a policeman.
 - “Fire prevention”
 - “What to do in case of fire”
 - “Your friend, the traffic officer”
 - “The meaning of signals”
- c. Talk by a nurse.
 - “Home hazards”
 - “Safety of little children”
- d. Talk by a representative of the city or Parish Safety Council, the automobile club, or the Chamber of Commerce.
- e. Pantomime, shadow pictures, marionettes.
- f. Debates.
- g. Chalk talks.

6. *Open Meeting for Parents and Guests*

SUGGESTED PROGRAM

- a. School orchestra.
- b. Meeting called to order by President, or by the principal, who introduces the President.

- c. Talks by one or more members.
 - “Purpose of the Council”
 - “Council Activities”
 - “The Safety Situation at our School”
 - “Plans for the Future”
- d. Dramatization of a Council meeting.
- e. Dramatized features—play, pantomime, demonstration.
 - “First Aid”
 - “Crossing the Street”
 - “Putting out a Fire”
 - “Handling Tools”
- f. A safety movie.
- g. Guest speaker.
- h. Recitation of safety law or singing.
- i. “Good-bye” number.

7. *Joint Meetings*

SUGGESTIONS

- a. Have the host-school well rehearsed not only for the program, but in details of the reception of visitors, courtesy, and so forth.
- b. Plan the program to bring out the best features of each Council represented.
- c. The host-school should prepare an attractive exhibit of sandtable representations of safety problems, charts, posters, scrap books, and bulletin board material.
- d. Issue a special safety number of the school paper.
- e. Show a moving picture on a safety topic of interest to children.
- f. Have a guest speaker of known ability in interesting children.

- g. Invite representatives of the press, local government, police and fire departments, and civic organizations to be present.

8. *Meeting of Presidents*

It is suggested that a monthly meeting of the Council Presidents from all the schools in a district could be made of great value. Aside from the exchange of reports and ideas, the Presidents could be trained in conducting meetings and discharging the other duties of the office.

9. *Last Meeting of the Year*

SUGGESTIONS

- a. A summary of accomplishments for the year.
- b. Award special honors.
- c. Express appreciation of the officers' services.
- d. Announce new plans for the next year.
- e. Invite the board of education to have a representative present to express their appreciation and thanks.
- f. A special feature of the closing program could be a speaker, a play, or a moving picture on the subject of "Vacation Safety."

CONSTITUTION

In certain items the following constitution differs from the recommendations made elsewhere in this bulletin, but as a guide to the organization of Safety Councils and Patrols it is suggestive of the essentials and the general form of a constitution.

SUGGESTED FORM

ARTICLE 1. *Name:* The name of this organization shall be the Junior Safety Council of.....
.....School.

ARTICLE 2. *Object:* The object of this organization shall be to help the pupils of.....
.....School prevent accidents and dangerous practices by making them conscious of their responsibility not only for their own actions, but for the safety and well-being of their school fellows, by inspiring them to active service, and by making safety a vital part of their school spirit.

ARTICLE 3. *Membership:* There shall be two classes of membership, Active and Associate.

- (a) Active membership shall include those pupils from the fourth grade up who have met the full requirements for membership as hereinafter provided.
- (b) Associate membership shall include those pupils who, as candidates for active membership are preparing themselves to meet the full requirements. A child shall be admitted to associate membership upon filing a written application with his class representative.
- (c) All other pupils in the school shall participate in the room activities and vote on all matters referred back to the room.

ARTICLE 4. *Officers*: Officers shall consist of a President, a Vice-President, Secretary and Captain of Patrols.

- (a) These officers shall be elected semi-annually by the Council from its list of active members. The same officers shall be eligible for re-election once only. Elections shall be held in September and January.
- (b) The Captain of Patrols shall be appointed and removed by the President of the Council in consultation with the principal of the school.
- (c) The officers shall make up the Executive Committee of the Council with the principal or faculty advisor as an ex-officio member.

ARTICLE 5. *Class Representatives*: Two representatives, a boy and a girl, shall be elected by each class from its list of active members.

ARTICLE 6. *Requirements for Active Membership*: Any pupil may be admitted to active membership when he has:

- (a) Learned the Safety Law.
- (b) Satisfied the Membership Committee of his grasp of safety principles by passing a written or oral examination.
- (c) Lived up to the principles expressed in the Safety Law.

ARTICLE 7. *Admission*: Candidates for active membership shall appear before a regular meeting of the Council. They may be admitted upon two-thirds vote of the members present. The principal consideration of the members in taking this vote shall be as to whether the conduct of the candidates measures up to the spirit of the law. Any member may be suspended when in the opinion of the Council membership he has failed to live up to the law.

ARTICLE 8. *Meetings*: The Executive Committee in consultation with the principal, shall appoint regular dates for the meetings of the Council. There shall be a monthly meeting for the entire membership, and in addition active

members shall hold a business meeting each month. The Executive Committee shall meet whenever necessary. At least once a term the Council shall hold an open meeting for the entire school.

ARTICLE 9. *Patrol*: Members of the Patrol shall be appointed by the Captain of Patrols, with the approval of the President and principal, from the active membership of the Council.

ARTICLE 10. *Committees*: The general work of the Council shall be carried on by means of committees, each responsible for a specific activity. All chairmen of committees shall be appointed in consultation with the Executive Committee and the principal. In general they shall serve for one semester. Each chairman shall appoint his own committee members, also with the approval of the Executive Committee. The following committees are essential:

- (a) Membership
- (b) Publicity
- (c) Recording of Accidents (Statistics)
- (d) Inspection
- (e) Program

ARTICLE 11. *Insignia*: Suitable insignia shall be adopted, such as buttons for active members and armbands for Patrolmen. The national emblem, a white cross on a green ground shall be the basis for all insignia.

ARTICLE 12. *Amendments*: This constitution may be amended at any regular business meeting of the Council by a two-thirds majority. Such amendments shall be submitted at a regular meeting and read to the Council.

SCHOOL SAFETY PATROL

PURPOSE

The aims of the Patrol are identical with those given on Page 5 for the Junior Safety Council.

RELATION TO THE COUNCIL

Where a School Safety Council exists it is usually regarded as the parent body, with the Patrol as one branch or unit.

MEMBERSHIP

The Patrol usually consists of a Captain, one or more Lieutenants, and privates or patrolmen. Variations are not uncommon, but they depart only slightly from the standard.

SELECTION OF MEMBERS

Whereas Council officers and class representatives are elected, Patrol officers and members are usually appointed by the principal or by the President of the Council upon the recommendation of the principal.

Reliability, relative maturity, and leadership are suggestive of criteria for the selection of patrol members. Scholastic standing along with other qualifications is frequently established at the direction of the principal.

That preference for boys is desirable has no good basis, except that a certain type of boy will obey another boy more readily than he will a girl. There are duties for which girls show greater aptitude than they do for the customary patrol function of directing pupil traffic.

PARENTAL CONSENT

Parental consent to pupil participation in patrol work should be one basic requirement. It should be obtained in writing, and for that purpose a printed form should be devised. This consent should be obtained by the principal.

Often it is necessary to explain to the parents that the child does not and must not attempt to direct vehicular traffic. Furthermore, no pupil should be assigned to patrol duty against his will.

SIZE OF THE PATROL

There is no standard that will apply to all schools. In determining the number of pupils needed it will be necessary first to establish a program. The scope of the program, that is, whether indoor duty is to be required or a bus patrol added, will indicate the needs. The location of the school with respect to streets, main highways, bus intersections, and railroad crossings is an important factor. The size of the school is another.

A good practice is to have twice as many patrol members as there are posts of duty. This permits the formation of two squads, each with a Lieutenant in charge. Under this plan the squads alternate "on duty" for stated periods. It should be one Patrol, however, with one Captain and joint meetings. There would be no objection to competition between the squads in such matters as appearance, punctuality, courtesy, and efficiency.

A reserve corps is advised, for substitutes and replacements are occasionally necessary. The reserves could be drafted from the best eligible material remaining after the regular Patrol has been organized. They should be recognized as regular members, but subject only to emergency and substitute duty.

TERM OF SERVICE

The term of service varies among schools, but, in general, the Patrol remains intact throughout the school year. Under the two-squad plan mentioned above, a tour of duty is one week, the squads taking alternate weeks. Officers should serve for the entire school term.

At no time after installation of the Patrol should a complete change in membership be allowed. A nucleus of ex-

perienced members should be retained to carry on the work while the new patrolmen are gaining experience.

All members should understand at the time of enrollment that dismissal may be expected in case of incompetency and neglect of duty.

CAPTAIN OF THE PATROL

This is an office of responsibility which only the most capable boys and girls can discharge satisfactorily. Extreme care should be exercised in making the appointment. The Captain of Patrol must be a boy with outstanding ability as a leader, one who can accept responsibility, exercise self-control, and be relied on at all times.

DUTIES

1. To assign the members of the Patrol to posts of duty, to keep a record of such assignments, and to appoint substitutes as needed.
2. To inspect and supervise the Patrol while on duty.
3. To preside at meetings of the Patrol.
4. To carry out the recommendations of the principal and the Council.
5. To report the activities of the Patrol.
6. To transmit the reports of violations of the safety code to the principal and the clerk of the Safety Court.
7. To maintain discipline and to work for a high level of efficiency in the functioning of the Patrol.

LIEUTENANTS OF THE PATROL AND DUTIES

1. To carry out the directions of the Patrol Captain.
2. To be responsible for the appearance, punctuality, and efficiency of his squad or division, and to report delinquent members.
3. To inspect his squad while on duty.
4. To drill his squad on the Patrol regulations and the Safety Code.

DUTIES OF THE PATROL

Aside from the principal activities basic to patrol work, the duties are found to vary according to such factors as the size and location of the school, the supplementary assignments, and the suggestions of the principal. The following list of duties is typical.

1. To direct pupil traffic across streets and highways, railroad crossings, and other dangerous places, always using designated lanes or crossing points.
2. To safeguard young children at all times, using the school safety code as a guide.
3. To enforce the requirements of the safety code.
4. To report pupils violating the safety code.
5. Under certain circumstances, to report motorists who endanger the lives of children.

ADDITIONAL DUTIES

The scope of patrol work is frequently enlarged to include such activities as the following:

1. Supervising pupil traffic in the corridors and on the stairs.
2. Enforcing the safety code in the gymnasium, in the lunchroom, and on the playground.
3. Leading fire drills, taking responsible posts of duty, and inspecting the building to insure departure of every pupil during a fire drill.
4. Ushering at assemblies, public meetings, and exhibitions.
5. Conducting safety programs at school assemblies.
6. Walking with groups of pupils to and across nearby railroad tracks.
7. Supervising coasting and skating.

POSTS OF DUTY

After a complete list of patrol duties has been adopted and a survey of street and railroad crossings in the neigh-

borhood of the school has been completed, posts of duty should be designated and given a name or number. A map or diagram will be helpful. It will then be possible to list duty assignments in an orderly manner, keeping a record for each patrol member and totaling the assignments at stated intervals.

The list, for example, would look something like this :

Post No. 1—Crosswalk in front of building.

Post No. 2—Crosswalk in front of East entrance.

Post No. 3—Northwest corner at Main Street and
Broad Street intersection.

Post No. 14—Low swings during play period.

Post No. 18—West exit at fire drill.

IMPORTANT

The post for patrol members doing street and sidewalk duty is ON THE CURB. When the street is clear and no moving vehicles are approaching, the Patrol may escort the younger pupils across the street, but he must return to the curb to restrain the next group until it is safe to cross.

It is recommended, in addition, that patrolmen be placed on the curb or at the side of the road between crosswalks to prevent children from crossing at points other than the designated places.

HOURS OF DUTY

For the Sidewalk Patrol the duty hours coincide with dismissal hours. Other Patrols are active according to their respective functions and the duty expected of them; thus, for example, the Playground Patrol takes its several posts before each session and at recesses, play periods, and the noon hour.

The making of a schedule for each patrol is essential. For that purpose each situation should be studied as to its needs. The schedules should be posted, and copies given to each patrolman and to all teachers.

The Patrol should be permitted to leave the classrooms a minute or two before each dismissal bell.

Before the morning and the afternoon sessions the Patrol should be on duty for ten to fifteen minutes before the opening signal.

Provisions must be made for the young pupils whose classes are dismissed early. The Patrol should have this duty, but in order that the same patrolmen may avoid missing classes over a long period, it is advisable to change the assignment at more frequent intervals than is the case at other posts of duty.

PROCEDURE FOR THE SIDEWALK PATROL

At stated times during the day the duty squad and its Lieutenant should report to the Patrol Captain at a central station. Any new orders or warnings are issued at this time and the Patrol is inspected for appearance and condition of the insignia.

The Patrol members then proceed to their respective posts of duty.

The patrolman's position is on the curb, never in the street. His duty is to halt the children on the sidewalk until a lull in traffic permits safe crossing. Upon the signal of the patrolman, the pupils pass in a group, keeping within the pedestrian lane or walking straight to the opposite corner. The patrolman remains at his post, repeating the above, until it is time to return to school. This procedure applies only where there is no police officer or signal control.

Unless the patrol is sent to distant points, it should be required to return to school for formal dismissal. At this time, reports are handed in, insignia removed and stored away, and the comments of the officers heard.

PEDESTRIAN LANES

Pedestrian lanes are becoming very popular. Usually they are laid down near a school building at every point

where children cross. The lane is six feet wide and indicated by white or orange lines three inches wide, painted on the street pavement. Lanes come under the jurisdiction of the municipal authorities, usually the street department.

REPORTING OFFENSES

A definite, well-rehearsed plan of reporting should be established. Regular forms for the purpose are advisable, since they bring care and dignity into the procedure, and they serve as permanent records. The usual procedure is to require the members to hand their reports to the Patrol Captain, who, in turn, takes them to the principal. All reports of accidents should go to the principal, but, if preferred, infractions of the rules by pupils may be reported to teachers or the clerk of the "School Safety Court."

First offenders should receive a warning from the Patrol. Subsequent offenses should be reported officially to the Captain of the Patrol. The usual infractions are: crossing at unprotected places, playing in the street, hitching rides, jaywalking, throwing stones, and dodging between moving vehicles.

RELATION TO THE POLICE

It is a common mistake, and it might prove to be an unfortunate one, to regard the police as relieved of responsibility as soon as pupil patrols are functioning. Except where vehicular traffic is very light, the necessity for regular police control remains.

Where dual supervision is provided, the patrol restrains the pupil at the curb until the police officer gives the signal for crossing. It is always better if the officer stands at the corner nearest the school and personally escorts the group across the street. Under ordinary conditions he can do this and control traffic at the same time.

As stated elsewhere in this bulletin, it is usually effective to use the police as much as possible in organizing and coaching patrols. All plans and rules should be submitted to the Chief of Police for criticism and suggestions.

DIRECTION OF TRAFFIC

Under no circumstances shall school patrols be vested with authority to direct vehicular traffic, nor shall a patrol member stand in the street while vehicles are passing. No movement or whistling which a motorist could interpret as signaling shall be permitted.

Because of this standard, there is no reason why school patrols should be legalized by ordinance or affiliated with the police department. The patrol will accomplish more as a school organization with its activities recognized and utilized as educative situations.

VIOLATIONS BY MOTORIST

Although the school patrol has no authority to direct vehicular traffic, it is conceivable that situations might occur in which a reckless and thoughtless driver injures or at least endangers the lives of children crossing the street. The "hit-and-run driver" is an example of the type. In such instances the Patrol Captain would be justified in reporting the registration number of the car, along with the facts of the incident, to the principal. If possible, the names of witnesses should be taken. There are instances on record when observing children have materially aided the police in bringing the irresponsible motorist to justice.

Possible incidents should be interpreted and rehearsed lest the Patrol becomes an annoyance to drivers because of an exaggerated conception of their authority.

INSTRUCTION

The instruction of Patrols should be carefully planned and given by responsible adults. Every type of situation should be rehearsed. The duties and regulations should be put into typed form for study, recitation, discussion and examination. Frequent reviews are advisable. New incidents should be related and discussed before the entire Patrol, and the right action in each case should be thoroughly analyzed. New members should work for at least a week under the supervision of the experienced pupil officers.

The instruction and supervision of school Patrols by police officers appointed for the purpose seem to give the best results. Where the regular police are used, they should be placed under the direction of the administrative officers of the school.

EXAMPLES

1. How to judge when it is safe to cross the street.
2. What to do in case of accident.
3. How to report the careless driver.
4. What hand signals may be used and which motions may be confusing.

SUPERVISION

The advisability of adult supervision is referred to at several points in this bulletin. No one with experience in school work will deny the importance of adult leadership in connection with any worthy pupil activity, and the more important the project the greater is the need for careful supervision.

Pupil attitudes truly reflect teacher attitudes. The example set by teachers in both interest and participation is contagious. It is so potent in effect that it may make or break a manifestly essential undertaking. The connection is not lessened by the fact that the Patrol functions outside the classroom or the building.

Although adult supervision is strongly recommended, a caution is in order against the danger of over-supervision. Watchfulness that is not obvious, direction that gently guides by subtle influence are preferable to the direct mandate of superimposed authority. Permit pupil self-government to the limit, but fashion it into the right channels.

PARENTAL COOPERATION

Once the Patrol is operating under definite rules and a safety code every means should be taken to acquaint the parents with the purpose, rules, and procedure, and to win their sympathetic cooperation. A word of commendation

for the Patrol spoken at home or a parent's sincere insistence that the safety code be obeyed will go a long way toward the successful operation of the Patrol.

Parents should be shown the danger of parking in front of the school building, where a congestion on stormy days might constitute a real hazard. In the haste to get under cover, a child might run blindly into the street. Jaywalking, in defiance of the school code, is encouraged by parents who beckon or sound the horn to attract a child's attention. These dangerous practices should be pointed out, and the parents should be urged to cooperate with the school and the patrol in making dismissal safe for every pupil.

PUPIL COOPERATION

Without the support and respect of all the pupils, at least of the majority, the Patrol will not function as intended. It may prevent accidents by force of authority, but it may tend to foster a contempt for law, instead of respect and habitual observance.

SUGGESTIONS

1. Build for good morale in the Patrol.
2. Encourage a positive constructive attitude among the teachers.
3. Permit no discourtesy, bullying, or show of partiality on the part of patrol members.
4. Discourage excessive reporting, especially of minor offenses.
5. Conduct interesting safety programs at assemblies, demonstrating in particular the values of the Patrol.

MORALE

Good morale is a by-product of sound organization and intelligent supervision. Its presence is essential to the successful Patrol, for it not only conditions the work of the members, but it affects the attitude of the whole school.

SUGGESTIONS

The possibilities in the field of psychology alone are infinite. General hints such as the following are merely suggestive:

1. Praise sincerely when praise is due.
2. Be just to all, listen to all the evidence, but punish quickly and appropriately, though fairly, making sure that the reason is understood.
3. Hold regular meetings, dignified in procedure, having definite purpose, always punctual, interesting, and brisk.
4. Give attention to details of appearance, courtesy, and manner of performance.
5. Avoid all appearance of adult superiority and any tendency to make light of children's suggestions or decisions. Advise, suggest, but never ridicule.

INSIGNIA

Teachers and other workers with children know well the psychology of insignia or uniforms. With the Safety Patrol, however, it is more than a matter of an extrinsic incentive since safety, possible fatal injury, and law observance are factors involved in the situation. Insignia stand for delegated authority and, if pupil government exists, they symbolize the adopted safety platform of the governed.

Badges, the arm brassard, and the Sam Browne belt are the insignia most commonly found. Badges are usually furnished to officers and are worn on the left breast or left arm. The Sam Browne belt, made of two-inch white webbing, is becoming increasingly popular. With the possible exception of officers who may wear a badge and a belt, one emblem is sufficient.

Whatever type of emblem is chosen it should be worn by the patrol at all times while on duty. At other times the articles should be stored in an appointed place, kept clean and in repair, and never loaned to others. Proper care of

equipment should be one of the objectives of the training. An orderly-appearing Patrol will command respect.

A patrol member who forgets to wear his emblem should be dismissed from duty for the day. One instance should bring a warning, but repeated negligence warrants dismissal from the Patrol. Failure to give insignia proper care calls for like treatment.

MANUFACTURERS OF INSIGNIA

1. *Belts*

American Automobile Association, Washington, D. C.
American Badge Company, 141 W. Austin Ave., Chicago, Ill.
National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
Russell Manufacturing Company, 230 Fifth Avenue, New York, N. Y.
The Sturges Company, Inc., Utica, New York.

2. *Badges*

American Automobile Association, Washington, D. C.
American Badge Company, 141 W. Austin Ave., Chicago, Ill.
Bastian Brothers, 1565 Clinton Ave., N. Rochester, N. Y.
Geraghny and Company, 3055 N. Lake St., Chicago, Ill.
Grauss, L. F. and Sons, Jordan and Union Sts., Allentown, Pa.
Greenduck Company, Van Buren & Hoyne Ave., Chicago, Ill.
Kraus, I., 134 Clinton St., New York, N. Y.
Mine Safety Appliance Company, Chamber of Commerce Bldg., Pittsburgh, Pa.
National Safety Council, 20 N. Wacker Drive, Chicago, Ill.
Noble, F. H. & Company, 533 W. 59th St., Chicago, Ill.
Nott, W. A. & Company, 207 Second Ave., Minneapolis, Minn.
Safety Equipment Service Co., 1104 Hamilton Ave., N. E., Cleveland, Ohio.
St. Louis Button Company, 415 Lucas Ave., St. Louis, Mo.
Universal Safety Equipment Company, 14 S. Jefferson St., Chicago, Ill.
Whitehead & Hoag Company, Sussex & First Sts., Newark, N. J.

BUS PATROL

The size of the Patrol depends upon the number of busses operating from the school. Three (3) members to each bus is the usual assignment. Substitutes or alternates should be added as experience dictates the need.

For organization and duties of the Patrol, see Bulletin No. 353 titled "Organization and Duties of Bus Patrol."

PLAYGROUND PATROL

This Patrol has several definite duties that make it one of the most important safety groups. It should be understood, however, that it does not have any responsibility, other than its recognized function, in the regular physical education program. The situation is no different than in any school subject or activity, for the assignment is a legitimate charge upon the teacher. Play activities are "tools" or "laboratory experiments" to be used for educational ends. Only the trained teacher can shape those activities and organize the pupils to bring out the inherent values. It is purely a teaching situation, calling for the best talent, the keenest understanding of the child, and the most sympathetic attitude that the teacher possesses. In no way can the teacher be relieved of the obligation.

SUGGESTED DUTIES

1. Keeping the grounds free from glass, nails, or litter, and enforcing the rules regarding the use of rubbish receptacles.
2. Watching the playground apparatus for the first signs of wear or breaking; inspecting ropes, joints, rusty places, and boards, and reporting conditions promptly.
3. Supervising the use of the apparatus by young children; enforcing the rules; preventing dangerous practices; encouraging fair play; and keeping young pupils away from moving apparatus.

4. Keeping players on the playground retrieving balls that go into the street.
5. Taking charge of play equipment.
6. Maintaining order.
7. Stopping hazardous free-play stunts, as climbing trees, fences, and fire escapes; jumping from high places, and wrestling on rough ground.
8. Initiating games and events at the noon period, free play recesses, and before and after school.
9. Officiating at games and in other ways assisting the teacher.
10. Serving as aides, officials, and ushers at playground exhibitions.
11. Reporting infractions of the rules of the playground.

FIRE PATROL

This Patrol is sometimes called the "fire team" or "fire committee". The purpose and function are identical.

Obviously, this Patrol is one of the most important in the whole organization. It should be composed of the most mature and the most intelligent older pupils. Great care should be applied in the training of this group.

SUGGESTED DUTIES

1. Inspecting the building at stated intervals to find and report possible causes of fire such as, for example:

Collections of rubbish, particularly oily rags, paint supplies

Unprotected matches

Open gas jets

Uninsulated wire

Unattended chemical experiments

2. Opening all exits, maintaining order, and seeing that all rooms are vacated during fire drill.

3. Inspecting exits, panic bolts, fire escapes, extinguishers, condition of fire hose, and so forth, at regular intervals, and filing a written report with the principal.

NOTES

1. Because of the importance of its duties and the mature judgment and qualities required of its members, the fire patrol is of greatest usefulness in secondary schools.

2. The sole duty of at least two members should be reporting to the principal immediately upon the sounding of the alarm when they will serve as messengers and special aides.

3. Principals should be careful to avoid placing pupils in position of possible grave danger or great responsibility.

4. The Patrol should be thoroughly familiar with the location and use of fire hose, extinguishers, and water and sand pails.

5. The Patrol may be given responsibility for the annual assembly program during "Fire Prevention Week."

6. The chief of the local fire department should be invited to meet with the Patrol and to make suggestions toward greater efficiency.

7. The membership of the fire patrol should not be changed as often or as completely as in the case of other groups.

BUILDING PATROL

The duties of this Patrol are sometimes delegated to several independent teams, or the Patrol itself is divided into sub-committees although continuing as an entity. Thus there might be Patrols assigned to different parts of the building, such as, corridors and stairways, lavatories, auditorium, lunch room, and locker and shower rooms.

SUGGESTED DUTIES

1. Maintaining order, enforcing rules, and giving warnings during passing periods and at times of dismissal.

2. Enforcing regulations and keeping traffic in motion and in regular channels during auditorium sessions, the lunch hours, and on special occasions.

3. Enforcing compliance with the rules of cleanliness and order and the disposal of litter.

THE SCHOOL SAFETY COURT

PURPOSE

The "School Safety Court" serves a dual purpose: First, it is a procedure for enforcing the safety regulations established by the Council; second, it is a medium for training pupils in law appreciation and observance. It is a practical device for training in citizenship, and where pupil government is in operation, the Court can be made a valuable adjunct.

COMMENTS

The School Court has been condemned by some educators and praised by others. Where it has been successful, the factors denounced by opponents of the Court do not appear to exist. The proponents claim that success lies in the manner of introduction and the development of understanding on the part of the pupils.

It would seem that if pupils are to learn through self-activity in the making of safety rules, the question and method of observance and enforcement also rest with them.

ORGANIZATION

1. The officers are the Judge, the District Attorney and the Court Clerk. The principal serves as a Court of Appeal, and he may have the title of Chief Justice.

2. The jury consists of members of the Council from the upper grades or it may be the executive committee of the Council or the Safety Patrol.

3. The Court meets at stated intervals, once a week or twice a month, according to the number of cases which usually depends upon the size of the school.

4. Any member of the Council may report an offender. Such reports are made, together with the names of witnesses, to the class or room representatives. Reports by members of the Patrol are made to the Patrol Captain. The representatives and the Patrol Captain file their reports, in turn, with the Court Clerk. A printed form or a card should be provided for individual offenses and the Clerk should be furnished with a ledger or a card-filing system.

5. The Court Clerk serves notice on the offender (now the defendant) to appear at the next session of the Court. A simple form should be provided for the purpose. It should give the date, hour, and place of the Court, and a statement of the complaint.

6. The Court comes to order at the call of the Judge. Each case is read by the Clerk, and the District Attorney speaks on behalf of the Council and its safety code. The defendant is then permitted to speak in his own defence. His witnesses follow with their testimony. The case is referred to the jury by the Judge, who may include his recommendations with the charge. Finally, the jury renders its decision after consideration of the evidence.

SUGGESTIONS

1. It is strongly recommended that the principal or his authorized representative be present at all sessions of the Court. This will insure fair dealing and orderly procedure. It will also counteract a tendency of children, owing to intolerance or an exaggerated sense of importance, to be too severe in pronouncing sentence upon other children. It is a good practice to require the principal's approval of all penalties to be imposed by the Court.

2. The whole procedure should be conducted with dignity and in a business-like manner.

3. Careful planning and rehearsal are essential. The principal should not introduce the School Court until he is assured that every preparation has been made.

4. The Judge, District Attorney, and the Court Clerk should be selected by the principal and teachers after careful consideration of the necessary qualifications for these important offices. The actual appointment of the three officers should be made by the President of the Council.

5. The court officers and the executive committee could be taken for a visit to a police court where traffic violations are heard, but the principal should first inquire concerning the calendar lest there be other cases which children should not hear.

6. Experience seems to indicate that the school court can be conducted without encouraging tale-bearing. It depends largely upon the attitude of the principal and the teachers in the original presentation of the plan. The essential thing is to give the pupils a complete understanding of the project. Once the pupils are in sympathy with the purpose and they are assured of fair-dealing, their wholehearted support is won.

TYPES OF OFFENSES

The offenses to come under the jurisdiction of the School Court should be determined in advance and given wide publicity. There should be no excuse for a pupil to claim ignorance of the school safety code.

The usual infractions are: Hitching, jaywalking, failure to obey a signal or patrol warning, pushing on the stairs, endangering the safety of others on playground or gymnasium apparatus or in the swimming pool, throwing stones, and so on.

TYPICAL PENALTIES

Minor offenses are usually dismissed with a reprimand by the Court or the offender is sentenced to receive a reprimand from his teacher.

Typical penalties are:

Suspension from the Council with or without the privilege of probation

Deprivation of privileges, such as attending school athletic contest, moving picture, or special assembly

Writing a safety essay

Pupils found guilty of serious offenses or who persistently repeat violations should be referred to the principal. Follow-up work is usually applied to such cases in an effort to gain the cooperation of the parents. Visiting teachers, attendance officers, and social workers are enlisted for this service.

SAFETY PLEDGE

I will work for the safety of others as I would want them to work for my safety.

I will try to be careful all the time, everywhere.

I will not take unnecessary chances of getting hurt, and will warn others against doing so.

I will do my part to help reduce the number of accidents this year.

All this I will do for the sake of humanity and the honor of my school.

BIBLIOGRAPHY

Books

TITLE	SOURCE	COST	DESCRIPTION
Man and the Motor Car	National Bureau of Casualty and Surety Underwriters, New York City	\$1.00 single copies 10 or more .45 each	"The best and most complete text book for the teaching of traffic safety."
Sense and Safety on The Road (1936) Storckel, May and Kirby	D. Appleton Century Co., New York City	\$1.20 (School edition)	Sociological approach emphasized in this general text.
The operation of an Automobile R. J. LaPorte	Bruce Humphries Company, Boston, Massachusetts	\$1.00	Simple presentation of learning to drive.
Prevention of Automobile Accidents Victor W. Page	Norman W. Henley Publishing Company, New York City	.75	Emphasizes circumstances of accidents as well as prevention.
Safe and Sane Use of the Highways (1935) Thomas Allen	E. M. Hale Co., Milwaukee		Emphasizes traffic laws and regulations.
Common Sense in Driving Your Car (1936) R. A. Douglas	Longman's Green and Co., New York	.35	General presentation of traffic rules and regulations, accident causes and so forth.

Sudden Death and How to Avoid it.	Simon and Schuster, New York City	.35	Includes reprint "And Sudden Death" from Readers Digest and section on how to prevent traffic accidents.
Safety Education in the Secondary School (1929) Stask	National Bureau of Casualty and Surety Underwriters, New York	\$1.00	Excellent study of whole problem.

MANUALS, PAMPHLETS, PLAYS, MAGAZINES

A Safety Program for High Schools Stack	National Bureau of Casualty and Surety Underwriters, New York	.10	Presents ways and means.
Parents and the Automobile (1936) Reisner	Press Bureau, Teachers, College, Columbia University, New York	.07 each	Text pamphlets on various phases of traffic: The Driver, 85 pages. Driver and Pedestrian Responsibilities, 77 pages. Sound Driving Practices, 108 pages. Society's Responsibilities and How to Drive (latter two in process of preparation).
Traffic Posters for Senior High Schools	National Safety Council	\$1.00 for 19	Street and Highway Safety.
Flying Colors	National Safety Council, New York	.25 each	A one-act play, 5 characters.

FREE MATERIAL FOR TEACHER USE
(Single Copies Free)

TITLE	SOURCE	DESCRIPTION
Motor Vehicle Laws of Louisiana	Motor Vehicle Bureau, State Capitol, Baton Rouge	Digest of Motor Vehicle Code
Safety Teaching in the Modern School	National Safety Council, 1 Park Avenue, New York	Introduction to whole Safety education program
Educating the Young Driver	National Bureau of Casualty and Surety Underwriters, New York	Reprint from National Parent Teacher Magazine
Safety in the Small Community	National Safety Council, Education Division, 1 Park Avenue, New York	Suggests community activities for traffic accident reduction, 64 pages
The New War on Accidents	National Safety Council, Education Division, 1 Park Avenue, New York	Suggests methods for reducing traffic accidents
State and Community Organization for Safety	National Safety Council, Education Division, 1 Park Avenue, New York	General principles and types of community safety organizations presented.

Saving Lives Through a Driver's License Law	National Safety Council, Education Division, 1 Park Avenue, New York	The need and operation of license legislation.
Women and the War on Accidents	General Federation of Women's Clubs, Mrs. Edward Hammett, 1209 North Seventh Street, Sheboygan, Wisconsin	Detailed safety campaign of the General Federation of Women's Clubs.
Organized Safety by Organized Parents and Teachers	National Congress of Parents and Teachers, 114 E. 32nd St., New York, N. Y.	Describes parent-teacher project in traffic safety
What Methods May be Used in Organizing Good Driving Instruction in the High Schools	National Bureau of Casualty and Surety Underwriters, New York	Outlines administrative procedure, suggests content

FREE MATERIAL FOR STUDENT USE

TITLE	SOURCE	DESCRIPTION
You Bet Your Life	Travelers Life Insurance Company, Hartford, Conn.	Accident facts. Illustrated. Latest edition of annual series
We Drivers	General Motors Corp., Detroit, Michigan	Clear-cut explanation of principles of good driving
Fun With Facts	Travelers Life Insurance Company, Hartford, Conn.	Experience and problems useful in determining individual reaction time and other characteristics
I Drive Safely	International Harvester Company, Chicago, Illinois	Stresses stopping distances and rules of the road
You and Your Car on City Streets	Automobile Manufacturers Association, General Motors Building, Detroit, Michigan	Chart-talk on driving principles underlying traffic ordinances and laws
Let's Be Skillful	Aetna Casualty and Surety Company	Appeals for skill in automobile driving
Check Your Car	Metropolitan Life Insurance Company, New York	Vehicle inspection check list

Calling All Drivers	Metropolitan Life Insurance Company, New York	Emphasizes driver's responsibility
Controlled Speed	Ocean Accident and Guarantee Corporation, New York	Suggestions on care of car and manner of driving so vehicle will be under control at all times
Safe Walker's Memo Book	Metropolitan Life Insurance Company, New York	Check book for pedestrians
The Motorists Hand Book	Hardware Mutual Casualty Co.	Rules for motorists
When the Wheels Revolve	General Motors Corporation, Detroit, Michigan	Simple explanation of the mechanics of the car
Instructional Manual on Any Make of Car	Manufacturers or local dealers	User's Guide (Pontiac, 1936) fine example of this type of publication

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